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KINDERGARTEN EDUCATION

By

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[Advance Sheets from the Biennial Survey of Education
in the United States, 1920-1922]



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KINDERGARTEN EDUCATION.

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CONTENTS.—Increase in kindergartens—Kindergarten legislation—Kindergarten training schools—The nursery school—Problems relating to school entrance and retardation—Recommendations in surveys in regard to the kindergarten—The kindergarten at the Pan-Pacific Educational Conference.

INCREASE IN KINDERGARTENS.

There has been a material increase in the number of kindergartens and in the number of kindergarten children enrolled in the public schools during the year 1919-20 in spite of after-war conditions. During the war there was no increase in kindergartens throughout the United States. Since the war, increased school budgets, due to building programs and new salary schedules, have tended to make school boards conservative about opening kindergartens, yet the latest statistics show an increase of 37,811 children in kindergartens, and this increase is distributed over 31 States. California leads with an increased enrollment of 7,296 children; New Jersey is second, with 4,313; Minnesota and Michigan tie, with 3,978; Iowa is fourth, with 3,631; and Massachusetts fifth, with 2,227. There has been an increase of 9,246 children enrolled in 255 new kindergartens in 189 towns under 2,500 population in 22 States. Of these States, California leads with an increase of 56 kindergartens and New Jersey is second with 45. It is significant that these States that are leading in the establishment of kindergartens rank, respectively, 2 and 4 in the Ayres scale. Michigan reports 35 new kindergartens, Nebraska reports 32, Minnesota 26, and Kansas, 14. This steady growth of kindergartens in small towns indicates that the kindergarten is being accepted as the right of every child in city and country instead of merely being regarded as a welfare agency for children living under abnormal conditions in large cities.

The extension of kindergartens is due in no small measure to the earnest efforts of women's organizations. The Congress of Mothers, the General Federation of Women's Clubs, and the League of Women Voters all have the extension of kindergartens as one phase of their education program. In 24 States State kindergarten associations have been formed which are successfully uniting all the efforts in the

State for the extension of kindergartens. The Wisconsin State Association employs the full time of an experienced kindergarten teacher who serves as a field worker and who is not only helping to extend kindergartens but also to improve the quality of kindergarten work.

KINDERGARTEN LEGISLATION.

The Wisconsin State Association, cooperating with other organizations in the State, has been successful in passing a mandatory on petition law which reads as follows:

The school board or board of education of any school district, however organized, union free high school districts excepted, shall upon petition of the parents or guardians of 25 or more children more than 4 and not more than 6 years of age establish and maintain a kindergarten in charge of a legally qualified kindergarten teacher for the instruction of said children. In case such district maintains two or more school buildings the parents or guardians heretofore mentioned shall reside not more than 1 mile from the building in which it is proposed to establish the kindergarten. When a kindergarten shall have been established as hereinbefore provided, it shall constitute a part of the common public schools of the district, and the taxes for maintenance of such kindergarten shall be levied and collected in the same manner as other taxes are levied and collected for the support of the common schools. When a kindergarten shall have been established, it shall not be discontinued unless the enrollment for the preceding year shall have been less than 15.

New kindergarten legislation has also been enacted in Connecticut, Pennsylvania, Kansas, and Oregon. The Kansas law makes the establishment of kindergartens mandatory upon petition in cities of the first class with populations over 18,500. The Pennsylvania law permits the establishment of kindergartens "upon the petition of parents or guardians of at least 25 children between the ages of 4 and 6 years, residing within the district and within 1 mile of any elementary school building situate in such district." Local boards of education are authorized to "levy an annual tax for the establishment and maintenance of kindergartens, not to exceed 2 mills on the dollar of the assessed valuation of taxable property in the district. Such taxes, when levied, shall be kept in a separate fund and shall be used only for the purpose for which they were levied." In each of the four States that have enacted kindergarten legislation a section of the law deals with the certification of kindergarten teachers. In Kansas, Pennsylvania, and Oregon all kindergarten teachers must have completed a two years' course of kindergarten training in an accredited kindergarten training school. Such legislation in regard to the certification of kindergarten teachers is an important factor in the standardization of kindergarten work.

KINDERGARTEN TRAINING SCHOOLS.

The increased number of teacher-training institutions that give kindergarten instruction is evidence of the increasing recognition of the kindergarten as a necessary part of public education. The

institutions now giving such instruction number 158. Of these, 83 are State normal schools or colleges and universities, 23 are city institutions, and 52 are private. Those supported by State funds include the southern branch of the University of California; the State colleges for women in Florida, Mississippi, South Carolina, and Texas; the University of Nebraska; Ohio University; and the University of Utah. The city institutions include Hunter College, New York; the Municipal University of Akron, Ohio.

The 53 private institutions range from small private kindergarten training schools to colleges and universities of the highest rank. This group includes the following institutions: Atlanta University (colored); the University of Chicago; Drake University; Goucher College; Wellesley College; New York University; Omaha University and Nebraska Wesleyan University; Columbia University; Oklahoma City College; Temple University; George Peabody College for Teachers; Brigham Young University; and Baylor College.

Another evidence of the incorporation of the kindergarten as an integral part of the school is the establishment of kindergarten primary courses in many institutions, in the place of a special kindergarten course. This tendency to train teachers for both the kindergarten and early elementary grades is a recognition of the fact that the period of 4-8 years in a child's life is psychologically one period and that all teachers of the children of these ages should have the same training. In many institutions this course is now a three-year course, and some institutions are offering a four-year course leading to a degree. Because there are many problems relating to the formulation of such a course, a committee of the International Kindergarten Union has prepared a three-year minimum standardized course of study for kindergarten primary training schools.

THE NURSERY SCHOOL.

Not only is kindergarten work being related in an organic way to the work of the elementary schools through kindergarten-primary courses in training schools, but the objectives of kindergarten education are being strengthened by a new emphasis upon the pre-kindergarten period. Such laboratory experiments as Watson has made at Johns Hopkins University, and the nursery school experiments which are being carried on in England and in this country, are stressing the importance of education in these early years. Child-welfare workers are accustomed to assert that the most neglected of childhood is the preschool period. By "preschool period" is usually meant the years from 2 to 6. The kindergarten lies within this period, 4 to 6 being commonly accepted as the kindergarten years. While the kindergarten is becoming more and more a part of the public-school system, the fact that such a term as "preschool period"

ignores the kindergarten means that there is still an urgent need for educating the public in regard to the importance of the beginnings in education.

In a recent article entitled "Preschool education," by Mrs. Woolley, of the Merrill-Palmer School, the following statement is made:

Any kindergarten teacher, or indeed any intelligent adult who has come into intimate contact with large numbers of children of 5 years, knows how distinct character traits and levels of ability are by that age. Physical habits, mental habits, and elements of character and personality are already formed. Even at 5 the variety of individuality found among children is almost as great as that among groups of adults. It is doubtless true that many of these traits are modifiable; but are they indefinitely modifiable, or are certain trends already established which are permanent in their influence? Even though they be modifiable, does the establishment of given types of reaction have a permanent influence on personality? Modern psychiatry and psychology are answering the above questions by assuring us that the experience of the first few years of childhood and the types of reactions set up at that time may be determining factors throughout life. Decisions and attitudes of adults, though they do not themselves realize it, may be profoundly influenced by habits of response set up before the age of 5 years.

Not only is the nursery school movement emphasizing the importance of early education, but valuable experiments are being made in relation to the kind of education that should be provided for children in early childhood. The concept that the education of young children consists in the mastery of the technic of reading and writing and arithmetic is still generally accepted. The nursery school experiments are placing a new emphasis upon more important phases of education in the early years.

The English education act of 1918 authorized local authorities to provide "nursery schools for children over 2 and under 5 years of age, or such later age as may be approved by the board of education."

In an address on "The new interest in education in Great Britain," Sir Auckland Geddes, the British Ambassador, made the following statement about the establishment of nursery schools:

One of our ideas has perhaps been more unsparingly ridiculed than the rest, the proposal to found nursery schools. I notice the ridiculers are either childless or else are the sort of people who maintain at considerable expense in their own homes the very sort of nursery school which we are setting up for the use of all. It is easy to make merry and to draw pictures of tiny tots with horn-rimmed spectacles toiling with great tomes, but the facts are otherwise. The purpose of the nursery school is not even to teach the three R's, but by sleep, food, and play, provide the opportunity for little children to lay foundations of health, habit, and responsive personality, which is just what every nursery in the world is supposed to be doing.

Two experiments in England have attracted wide attention—that of Miss McMillan in London and Miss Owen in Manchester. These nursery schools have been described in two books: *The Nursery*

School, by Margaret McMillan; and Nursery School Education, edited by Grace Owen.

Miss McMillan states that on examination one-third of the nursery children were found to have physical defects. In describing the work of the school she says, "Once inside, the child comes under the influence of the great healers—earth, sun, air, sleep, and joy." But Miss McMillan believes that the nursery school has a broader function than that of health. She writes, "I assume in the start that the nursery school will, if successful, change and modify every other order of school, influencing it powerfully from below."

In the introduction to *Nursery School Education*, Miss Grace Owen also emphasizes the relation of the nursery school to—

the national effort to raise the physique of the people. * * * When it is considered that the rate of mortality during these years is higher than that of any period except the first year, it is obvious that continued neglect by the State would be fatal to the whole national effort to raise the physique of the people. The nursery school, open to all children over the age of 2, will bridge this gap. By means of it, regular supervision, the prompt treatment of ailment and disease, the necessary attention to right food, clothing, personal habits, and health surroundings are all made possible.

But Miss Owen regards the work of the nursery as educational. She says:

It may also serve the wider cause of education. It is not hampered by the traditions of a past generation. It is free to work out its own salvation. It has a new opportunity. If those who are responsible preserve simplicity of spirit and an open mind, it may make an important contribution to our knowledge of education, because it will be a testing ground of the fundamental educational doctrines of to-day. Moreover, by its insistence on cooperation with the home, its interests in neighborhood activities, and its constant function of putting the individual family in touch with the various agencies for child welfare, it will tend to strengthen the movement toward bringing all education into closer touch with real life.

Some interesting experiments are being carried on in this country, and Miss Owen has contributed to the work in two institutions—the Merrill-Palmer School of Detroit and Teachers College, Columbia University.

For many years day nurseries have been conducted in congested portions of large cities, where the children of working parents were cared for during the day. These nurseries have been largely concerned with the physical care of young children and can in no sense be called nursery schools. There are also a number of private institutions where children of preschool age attend school for a session varying from two to three years in length. While many of these schools are conducting experiments on a scientific basis, such as the preschool laboratory of the University of Iowa, they can not be classed as nursery schools because of the length of the session. The

few hours of the morning do not give enough opportunity for the practice and study of all the habits related to food, sleep, exercise, etc. The program for a nursery school must include the following: (1) An all-day schedule; (2) a plant, equipment, and régime based upon scientific knowledge; (3) an adequately trained teacher; (4) mental and physical tests of all children; (5) supervision and records of mental and physical development.

The Merrill-Palmer School, Detroit, Mich., the Bureau of Educational Experiments, New York, and Teachers College, New York, are conducting experiments that have the qualifications listed above for a nursery school.

Each one of these experiments is working out particular problems. Mrs. Woolley, assistant director of the Merrill-Palmer School, has this to say of the objectives of the school:

The general plan is the establishment of a nursery school for children between 2 and 5 years of age, and the use of the school as a training center for young women students. Our little experiment, with only 30 children, is of slight importance unless it demonstrates that the extension of the educational system downward to two years, upward to include all young women in the care and management of small children, and outward to furnish assistance to mothers in their immediate concrete problems, is both desirable and practicable.

Miss Elizabeth Cleveland, director of girls' activities, Detroit, says:

It looks forward to women better trained in the duties of motherhood. It may be possible that cooperative neighborhood nursery schools will grow up in which the mothers themselves will be the teachers, relieving each other of many of the tasks that could be done for a group as well as for one or two, and leaving more time for the close communion between mothers and children, which is theirs by divine right.

A graduate of Miss Grace Owen's school, Manchester, England, is the teacher of this nursery school.

The Bureau of Educational Experiments, New York, states the objectives of their nursery school experiment as follows:

We did not set about our task of caring for children from 15 months to 3 years of age because of the economic situation of working or professional mothers—though this situation is distinctly a part of our problem. Our answers are not in terms of social or economic need. Our first answer is in terms of educational need: We feel that the educational factors in the environment for babies need study and planning as much as and perhaps more than those in the environment of older children. Our second answer is in terms of research: We feel the need of fuller scientific data concerning children's growth—growth of every sort that is measurable or observable.

All the physical side is thoroughly incorporated into the nursery procedure and thoroughly recorded. But this is not the field where experimenting is taking place. We are not experimenting in diets nor in the amount of clothing nor in the countless physical details to which we attend. We are experimenting in the equipment and situations which lead to muscular coordination, to experimentation, to purposeful activities, to emotional stability. We are noting for instance, the amount and kind of climbing a 2-year-old

can do, the degree and kind of response he makes to various sense stimuli, the amount and kind of contact with other children and with adults that he can bear without strain, and the kind of use he makes of his body and of all his surroundings.

Miss Grace Owen was brought over from England by the department of lower primary education, Teachers' College, to give a course in nursery school education at the Teachers' College summer school session of 1922. One of Miss Owen's graduates has been conducting a "toddlers' class" in the Manhattanville day nursery since May, 1922, and this class is used for demonstration purposes for the students of Teachers' College.

PROBLEMS RELATING TO SCHOOL ENTRANCE AND RETARDATION.

One of the problems of the elementary school is the reduction in the number of failures. The largest number of failures is in the first grade. In the average city approximately one-fourth of the children in the first grade have to repeat their first year of school work. The school has failed to provide conditions that will meet the needs of children in the beginning of school life because it has neglected to take into consideration the preschool life of the child. An effort to make a better adjustment to school conditions has been made by a number of agencies in New York City. This experiment is described in a pamphlet entitled "Examination of Preschool Age Children" and is issued by the health service of the New York County Chapter, American Red Cross. The purpose of this experiment is given in the words of Dr. Ira S. Wile, chairman of the committee on education of the Civic Club of New York:

If schools are to become the real centers for the activities relating to the conservation of childhood it is potent that the time of entrance into the school system should present the strategic period for effective accomplishments.
* * * The physical and mental examinations of every school child at the time of his registration are essentials for a completely humanized system of education.

Eight schools in congested districts in New York were selected for the experiment. The work was done in the month of June with the children who were to enter school in September for the first time. A card was sent home to the parents of these children and contained this statement in relation to the information given: "Have your child examined at once! Do not delay! Start him right. The best time to take care of a child's health is before he enters school."

Dr. Jacob M. Sobel, of the Bureau of Child Hygiene, makes the following statement:

Approximately 70 per cent of the children canvassed, either through written communication or personal approach, were brought to the schools. Of this number, 75 per cent were accompanied by their parents, and 25 per cent by

older school children. Of the 1,061 children examined, 33.3 per cent were found normal and 66.7 per cent with physical defects; of the latter, 25.2 per cent were children who had defective teeth as the only defect found. The majority of the children examined were in the age grouping of 5 and 6 years. The study corroborates former experiences, as regards the need of intensive work among children of the preschool age, for the correction of remediable physical defects, particularly defects of tonsils, nasal breathing, and nutrition. It also emphasizes the fact that the public, as a whole, has not yet realized the importance and significance of the ill effects of physical defects at this age, and the importance of their remedy from the standpoint of health and schooling. During the summer months, in so far as conditions permitted, the nurses of the Bureau of Child Hygiene made necessary home visits and endeavored, so far as possible, to secure the removal of all defects found, and to extend into the homes such educational methods as were warranted by the findings. It was also agreed that the American Red Cross provide full-time dental hygiene service for the preschool age children examined in both the East Harlem and Henry Street districts. The work began during the first week of the medical examinations in June.

In regard to the mental testing the following statements are significant:

The work of examining 1,000 preschool age children who would enter the kindergarten or 1A grade in September was undertaken by members of the New York State Association of Consulting Psychologists in the month of June, 1921. These children were to attend eight different public schools. The purpose of the psychological examination was to place in the hands of school principals data which could be used in the scientific classification of these children. The significance of this experiment in extensive individual mental scaling is obvious to those cognizant of the possibilities of the psychological examination of children. While the use of intelligence scales does not determine the complete mental status of a child, it serves as an excellent basis of initial gradation. The completeness of the exposition of this phase of the experiment places it in the category of constructive research in educational psychology.

The result of the mental testing is as follows:

The range is from less than 3 years to over 7 years. The median age lies in the range from 5 years to 5 years 3 months. The median age for the kindergarten children is found in the range of 4 years 6 months to 4 years 9 months. For the children entering first grade the median is in the 5 years 3 months to the 5 years 6 months range. While none of the children examined had a chronological age of less than 4 years, a large proportion of them were unable to make as high a score as the average 4-year-old child. There were 101 who fell below the 4-year level; they ranged in mental age from 2 years 6 months to 3 years 11 months. Practically 25 per cent of the children were below the standard of ability usually supposed necessary for attendance at kindergarten. On the other hand, many of the children were exceptionally capable. Twenty-four of them had a mental age of 6 years or more. Two of them were at least 7 years old mentally. The range of mental ages of the first-grade children is the same as that of the kindergartners. Some of them are less than 3 years old mentally. Others are above 7 years. Approximately 30 per cent are below the 5-year level. There are 157, or about 28 per cent, who grade above 6; of these, 15, or nearly 3 per cent of the total, have a mental age of more than 7 years. It is impossible to express in figures the greatest failure of our

present method of organizing classes. The habits of failure which are developed when we try over and over to get a child to that which he has not the ability to accomplish may be important factors in later economic inadequacy. It is also impossible to estimate the economic loss in the case of a retarded bright child.

There is, however, a fairly direct measure of loss due to the present system in the number of times we require children to repeat work over which they have once gone. Let us take the enrollment of our school district as an example. The enrollment numbered last year 13,466, and each of the eight grades had its representative. But eight years in school did not mean that a child had advanced to the eighth grade. In fact, more than one-third of the pupils had been in school a longer time than was supposed necessary to reach their present grade standing. Approximately 5,000 children had been compelled to repeat at least one term's work.

Let us disregard those who failed only once, twice, or three times, and consider only those who had failed four or more times. We have the following numbers of them: Four hundred and ninety had failed four times; 266, five times; 162, six times; 67, seven times; and 80, eight or more times.

The cost of giving instruction to a child for a term has been computed. We know how many dollars are required for every child for each term which he spends in our school. Let us say that in round numbers it is \$50 per year or \$25 per term. Then each repetition of a term's work by a pupil means an additional expenditure of this amount. The expenditures for the repetitions of the children who are now enrolled in the district would amount to \$125,000. We must remember that we have not included those children who have failed only once, twice, or three times. Since this is the result of one district, we can readily realize that the annual financial loss from failures and repetitions must be enormous.

But the loss of confidence, the sense of failure, and the hopelessness of these children are more important. Such conditions are not measurable in dollars and cents but do not become less important because of that fact. It is obvious that the children can not be at fault. Our school procedure must be. It palpably fails to meet the needs of nearly one-half of the children. To help the situation by organizing classes on the basis of the ability of the children is a great step in advance. We recognize a child's capacity and then provide the environment most suited to his development.

Some of the advocates of grading according to intelligence have insisted that we allow the bright children to make more rapid progress through the grades. If a child can do all the work of the present eight grades in four years he should be allowed to do so. In this contention the underlying assumption is that the present curriculum is eminently satisfactory and necessary for the child's future welfare. Therefore, it is said, the sooner a child gets the routine training offered in the grades, the better will he be equipped for further study. But there is a possibility that a revision of the curriculum would be worth consideration. We know that all children can not be expected to do the required work in 8, or even in 10 or 12 years. Are we then to keep the children who can not do that work in 12 years at the same scheme of things as we provide for those who can do everything required in 4 years? Is it not possible that a different kind of work would be better for these children? And is it not possible that even for the brightest children a modification of the schedule might be worth while? It seems to us that we might answer in the affirmative. The children need a richer, more diverse course of study if they are capable of doing the required work in less than the schedule time. If they have not the ability to carry on the regular assignments, they need a modification of them; they need an adaptation of their aptitudes, potentialities, and possible functions in the later years of their lives.

This notable experiment in New York City suggests Miss McMillan's prophecy of the effect of the nursery school on traditional education:

It will prove that this welter of disease and misery in which we live, and which makes the doctor's service loom bigger than the teacher's, can be swept away. It will make the heavy walls, the terrible gates, the hard playground, the sunless classroom look monstrous, as they are. It will give teachers a chance. The arrival of thousands of beautiful and strong children will break down the gates. Through the awful and grim corridors the light of joy as well as youth will pass.

On the problem of school entrance, Doctor Gesell, of Yale University, says:

The problems of preschool hygiene and of school entrance are inseparable and both in turn inseparable from the kindergarten. The whole matter of school entrance is, in the last analysis, one of hygiene. It should be conditioned primarily by standards of health and development and should be regulated by a policy of medical oversight and educational observation. Instead of uncereemoniously and haphazardly admitting three millions of children and failing one-fourth of our first graders at the end of the school year, we should gradually reorganize the kindergarten and the primary school in such a way that the school beginner will be under systematic, purposeful observation. This means a gradual relaxation of our present zeal to teach him and the substitution of a much more wholesome solicitude, namely, one to safeguard his health and to understand his psychology. In the first grade all gives way to a hasty eagerness to instruct him to read and write. Even in the kindergarten we are in danger of forgetting Froebel's suggestion: "Wouldst thou lead the child? . . . Observe him and he will show you what to do." Such a policy of intelligent observation of the children is not incompatible with the program of the progressive kindergarten of to-day. It simply gives to these programs a double trend, one which is educative and another which is interpretative. Such a policy will inevitably lead to a hygienic rationalization of school entrance. The kindergarten will become the recruiting station and the development battalion of our vast school army.

Not only is the kindergarten becoming recognized as an important factor in the control of school entrance, but two recent studies show that the kindergarten tends to reduce retardation in the grades. In nine of the public schools in Louisville, Ky., a study has been made of the effect of kindergarten training in the primary and upper grades: R. J. Bell, principal of the F. T. Salisbury School, makes this report:

The records compiled represent 3,064 nonkindergarten children and 1,497 kindergarten-trained children from nine of the Louisville, Ky., public schools, all of which are listed below, showing by schools a percentage comparison of the points under consideration. The percentage of failure among kindergarten pupils is in all schools very much lower than among nonkindergarten children. It is also shown in the table that the per cent of retardation in all of the schools is much lower among the kindergarten group than it is in the nonkindergarten group, while the reverse condition prevails with regard to acceleration. In consideration of initiative and responsiveness the results obtained in each case

are favorable to the kindergarten group, except in the case of School No. 2, where the kindergarten children are 1.1 per cent lower in responsiveness than the nonkindergarten children. It seems clearly demonstrated in the foregoing that kindergarten training seems to reduce failure, retardation, and withdrawal and at the same time to increase the possibilities of promotion, acceleration, initiative, and responsiveness. The effects of kindergarten training as shown by the investigation above prove conclusively that the broader the experience gotten early in life the more certain is the child to remain interested and active in his school work and the more capable he will be in the inauguration of problems of his own. He is less liable to fail of promotion and is more likely to remain one of a group of accelerated or normal children. He will respond more readily to situations confronting the class and individual child and will manifest greater initiative in the creation of situations or the elucidation of conditions.

RECOMMENDATIONS IN SURVEYS IN REGARD TO THE KINDERGARTEN.

In a survey of the New Bedford schools, Dr. Spaulding, of Yale University, has published a study of the influence of kindergarten training on advancement through the grades. He states that 49.4 per cent of the pupils reaching the sixth grade within strictly normal age had entered school in the kindergarten. Of the children who were retarded one year or more, only 17.6 per cent had started in the kindergarten. Dr. Spaulding says:

Comparatively late entrance unquestionably handicaps New Bedford children from the very start; a study of the figures indicates that this handicap averages approximately a year. And the handicap continues throughout the school life of the children, with all its serious effects on the extent of their education and their continuance in school into the higher grades and the high school.

Dr. Spaulding not only considers the kindergarten a means of reducing retardation but also stresses the importance of kindergarten training for foreign children. He says:

Assuming that all children whose native tongue is English speak the language well on entering school, over 60 per cent of the New Bedford children begin their school careers with serious language handicaps, such as the children of communities largely English speaking do not suffer. The kindergarten is the best place to begin the removal of these language handicaps. Probably more can be accomplished in this during a kindergarten year than in any subsequent year. This initial achievement gives the child of foreign parentage something like a fair start.

Dr. Spaulding recommends that the kindergarten age be lowered to $4\frac{1}{2}$ years or 4 years, and that systematic efforts be made to enroll all children in kindergartens as a preparation for entering the first grade.

In a survey of the schools of Augusta, Me., Dr. Alexander Inglis, of Harvard University, commends the provision made by the school officials for kindergarten education, but suggests that it would be

a great advantage if all children who enter the first grade are given kindergarten training. In a recent study of retardation in the schools of Washington, D. C., it is recommended that kindergartens be established for all children of 5 years of age as one means of solving the problem. In Minneapolis children are required to have at least one quarter in the kindergarten before entering the first grade. In exceptional cases this rule may be modified by the assistant superintendent in charge of primary grades upon recommendation of the principal of the school.

The following recommendations were made by Dr. Thomas Alexander, of George Peabody Teachers' College, Nashville, Tenn., in a survey of the schools of Shreveport, La.:

Kindergartens should be gradually established as an integral part of the Shreveport system, upon vote of the board of education. Teachers who have had kindergarten-primary training should alone be employed. The kindergarten and first grade should be closely articulated. The transition from kindergarten to first grade should be natural and easy—made so by modification of the subject matter and methods of the primary grades so as to conform more in fundamental principles to some modern theory of education—a course based upon instincts, interests, and experience of childhood. There should be fewer children per teacher in the kindergarten.

Dr. La Rue, head of the department of education of the East Stroudsburg State Normal School, in a survey of the schools of Honesdale, Pa., also emphasizes the broader training of the kindergarten teacher. He says:

The teacher employed should be one who knows not only the essentials of kindergarten practice but of primary grade work as well. She and the first-grade teacher should regard themselves as mutual caretakers of the children who are undertaking the first two years of school work and classify them accordingly. Under present conditions every 6-year-old who enters must begin the reading exercises immediately. This is unfortunate, for some 6-year-olds are not ready to read. For some time longer they need the kind of education that comes through systematized play and handwork. Promotion from kindergarten to first grade should be determined chiefly by these two ages, physiological age as revealed by the condition and action of the various bodily systems and mental age as revealed by responses to standardized exercises.

Under the caption "Why have a kindergarten?" Dr. La Rue writes as follows:

So far as the development of the pupil is concerned, the kindergarten is probably conducted more socially, democratically, naturally, and skillfully than any other part of the school system from first grade through the university. It makes play equals of those whom caste would keep apart; but the educational environment makes them equals on a high level, not at all like the low-level equals of the street. Further, its protective and fostering value are large and varied; it protects the pupil's health and practices him in the habits of health; it protects his language from warping, contaminating influences, and makes correct language common instead of uncommon; best of all, perhaps, it protects his emotions from the regressive tendency toward anger, self-feeling, suspicion, isolation, sullenness, and nervousness, and fosters good nature, open-mindedness, sociability, self-confidence, cheerfulness, and the habit of being happy.

In 1920 a survey was made of the schools in Baltimore, Md. One of the recommendations was the extension of kindergartens. Since the survey 25 kindergartens have been opened and the board of education has decided upon opening 10 new kindergartens every year. In surveys made in Wilmington, Del., Wheeling, W. Va., and Sparta, Wis., recommendations were made to make the kindergarten an integral part of the public-school system.

THE KINDERGARTEN AT THE PAN-PACIFIC EDUCATIONAL CONFERENCE.

Because of the contribution that the kindergarten has made in the solving of the race question in the schools of Hawaii it was given an important place on the program of the Pan-Pacific Educational Conference held in Honolulu, August, 1921. The only official woman delegate from the United States represented kindergarten education. One session was given entirely to the elementary school and there were three speakers on the subject of kindergarten education. These speakers represented the International Kindergarten Union, the Free Kindergarten Association of Hawaii, and the Bureau of Education. In eight different addresses, given by delegates of other nations and by delegates from the United States, the kindergarten was recognized as an integral part of school education.



